DOCUMENT RESUME

ED 230 884 CG 016 751

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TITLE Basic Considerations in Interviewing Children.
INSTITUTION Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.
PUB DATE 31 Aug 82
NOTE 113p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - General (140)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Adolescents; Behavior Patterns; *Children; Communication Skills; *Counseling Techniques; Counseling Theories; Counselor Client Relationship; *Data Collection; Elementary Secondary Education; Evaluation Methods; *Interviews; Models; Personality Theories; *Questioning Techniques

ABSTRACT

This manual summarizes and highlights basic considerations in interviewing children. The relationship between interviewing for data collection and interviewing within the counseling or psychotherapeutic context is discussed. The Interviewer's Functional Checklist is presented to provide a method for self-evaluating interviewer behavior, and for developing and cataloging interviewing techniques. The 6 column check list covers 64 interviewer functions and includes space for checking and comments. The appendix to the checklist contains an explanation and description of each of the functions described, and includes brief examples of verbal techniques. The second chapter of the manual describes the major interviewing techniques of clarification, interpretation, reflection, confrontation, continued responses, and self-disclosure. The third chapter considers theoretical orientations including Rogers' person-centered approach, Ellis' rational-emotive approach, psychoanalytic approaches, Glasser's reality therapy, and transactional analysis. An accompanying videotape referenced in the manual is not available. (JAC)

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BASIC CONSIDERATIONS IN INTERVIEWING CHILDREN

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Introduction

Throughout this manual and the videotape which it accompanies, this author has directed his efforts toward summarizing and highlighting basic considerations in interviewing children. These "basic considerations" are issues about which we collectively, as psychologists, have some experiential and empirical information. It is the author's contention that the effectiveness of interviewing children can be enhanced by each interviewer taking the time and expending the effort to "think through and give consideration to" each of these issues basic to interviewing. It is hoped that a systematic consideration of these issues will result in a more well-grounded, consistent, effective approach to interviewing children.

The relationship between interviewing for data collection and interviewing within the counseling or psychotherapeutic context is problematic in that while some clear-cut distinctions exist so do many clear-cut commonalities. As one attempts to conceptualize two separate entities, the interrelationship becomes even more apparent and frustrating. Research in the counseling process has fre-

quently used the isolated interview or interviews in an analogue methodology. Research in interviewing techniques has frequently analyzed verbal behavior in "counseling interviews". Extrapolation from the counseling interview to the data collection interview and vice-versa are common, but perhaps not always accurate or of practical utility.

In the present endeavor the author has certainly extrapolated upon many occasions from knowledge of the counseling interview to the context of the data collection interview. With an awareness of the tentativeness of so drawn conclusions, the author has assumed a conservative stance in attempting to make only the more reasonable and obvious extrapolations. The reader is encouraged throughout the use of this manual to maintain an awareness of this area of concern and to realize that some data collection interviewing can very likely be improved upon by the incorporation of "what we think and know" regarding the counseling interview, but also improved by the recognition and maintenance of the data collection interview as a separate entity.

The overall purpose of this manual and the videotape which it accompanies is to facilitate the reader giving consideration to many of the basic issues in interviewing child-

ren. It is the author's purpose to assist the reader in identifying the basic issues of which consideration by the interviewer is necessary and to supply information relevant to these considerations. It is also the author's purpose to facilitate the implementation of the reader's resultant rethinking, conclusions and attitudes into actual interviewer behavior.

In using this manual it is certainly not necessary to proceed sequentially from "cover to cover" and it is intended that an occasional review of selected portions of the manual will facilitate the development of a systematic, "well thought out" approach to interviewing children in which a consideration of the basic issues in interviewing children is constantly at the fore.

Chapter 1©

The Interviewer's Functional Checklist

Interviewers obviously need to evaluate their own effectiveness and need criteria by which to do so. One such criteria is the degree to which an interviewer effectively utilizes her experience and training in any given interview. Most interviewers recognize that they rely heavily upon their experience and that the techniques which they utilize evolve from this experience. However, few interviewers systematically evaluate their interviewing behavior. Similarily, few interviewers systematically go about the job of developing and refining their interviewing techniques. The purpose of this chapter is to provide one system or method of self-evaluation of interviewer function (behavior) and the development and cataloging of interviewing techniques.

In that a "function" is defined as "one of a group of related actions contributing to a larger action" (Webster, 1965) the checklist upon which this chapter has been based is entitled "Interviewer's Functional Checklist". The checklist attempts to identify and isolate interviewer purposive behaviors (hereafter referred to as functions) which, in total, comprise the interviewing process.

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The checklist is comprised of six columns. Column 1 assigns an identification number to an interviewer function which appears in Column 2. In Column 3 the checklist user decides and indicates the desirability or necessity of the provision of a specific function in the specific interview being evaluated. In Column 4 the interviewer indicates whether or not the specific function was actually provided in the interview being evaluated. In Column 5 the interviewer briefly notes the specific technique that was used or could have been used to provide the specific function in the interview being evaluated. In Column 6 the interviewer decides if the technique used was successful or unsuccessful in the interview being evaluated.

The checklist is intended to be used as soon as possible following the conclusion of an interview. The checklist can also be quickly reviewed, but not completed, prior to an interview to assist an interviewer in maximizing the likelihood of following his plan for interview function and technique.

As an example of the use of the checklist, proceed down Column 1 to Function 10a: "Encourage child's initial statement of: general motivation as positive or negative". An interviewer utilizing the checklist for the first time, or first few times, may first wish to consult the Appendix to the checklist

for an explanation and definition of this function. Following this, the interviewer next must ask herself "Was it necessary to encourage this child to express his motivation, positively or negatively, for participating in this interview?" and,"regardless of the necessity of doing so, would it have been desirable for me to have done so?" In asking these questions the interviewer is actually asking herself "With regard to this specific function, did I behave as I needed to behave and as I would have liked to behave?" It is important for the user of the checklist to note that the desirability of each of the interviewer functions comprising the checklist is exclusively determined by the interviewer, and not by the checklist. The checklist is not intended to be a list of "shoulds". With regard to Function 10a, for example, an individual interviewer in a given interview may not wish to provide the child with an opportunity to discuss his or her motivation. The purpose of the checklist, in Column 3, is to posit the question, as noted above, and the interviewer responds with "yes" or "no".

In the event that the interviewer checks "no" in Column 3, he then proceeds down the checklist to the next item or "function". In the event that the reader checks "yes" in Column 3, he then proceeds to Column 4 and asks himself the question

"Did I actually provide this function, i.e., did I actually encourage the child to initially express his motivation for participating in the interview?" The response to this question is entered in Column 4 and the interviewer proceeds to Column 5.

Column 5 provides the interviewer with an opportunity to briefly note either the technique used to provide the function if the function was actually provided, or to briefly note a technique which could have been utilized to provide the function.

If the interviewer has checked "yes" in Column 4, following the completion of Column 5 he then proceeds to Column 6. For the completion of Column 6 the interviewer must ask himself "Was the technique which I have noted (in Column 5) successful or unsuccessful in this interview? Did it work or did it not work?"

In addition to utilizing the checklist for the purpose of evaluating individual interviews, an interviewer may also wish to utilize one copy of the checklist as a cummulative record or "tally" of her functioning as an interviewer. This can be accomplished by tallying a number of completed checklists onto one uncompleted checklist. While such a tallying

can be completed for the entire checklist, it should be noted that a tallying could certainly be accomplished for any one or more specific functions on the checklist. In reviewing such a cummulative record, an interviewer might find that while he very frequently has found that he hoped to behave in a certain way or needed to behave in a certain way, very infrequently did he actually behave that way. The interviewer might also find that while he has consistently behaved as he needed and hoped to behave, the technique which he has utilized in providing a specific function has been quite consistently unsuccessful. Such a finding might provide motivation to explore and implement, on an experimental basis, new techniques. In reviewing his cummulative checklist an interviewer might also well find that he is consistently behaving as he needs and hopes to behave and that he is highly successful in doing so. In reviewing the specific techniques used, he may find some consistency and therefore elect to continue the utilization of this technique with increased confidence.

An interviewer may also wish to utilize the checklist as a system of cataloging techniques for the purpose of recording and developing his battery of techniques. Supplemental to the checklist, the interviewer may wish to utilize a notebook in

which the techniques associated with the provision of a specific function are listed. Such a listing insures that both old and new techniques will not be forgotten before they outlive their usefulness. Additionally, such a listing can be used in conjunction with the cummulative checklist in refining techniques and in providing technique alternatives.

The Interviewer Functional Checklist is not intended, as presented, to be all inclusive or comprehensive. Space is provided for the addition of functions by individual users of the checklist.

INTERVIEWERS FUNCTIONAL CHECKLIST

Code	Function	Necessary and/or Desirable YES	Necessary and/or Desirable NO	Actually Provided YES	Actually Provided NO
1	Begin with theoretical orientation(s) in mind				
2a	Clarify purpose and goals for myself				
2b	Review own attitude				
3	Did you effectively introduce yourself as a person and as a professional?				
4	Clearly convey purpose and goals to child				
5	Convey potential and likely use of data				
6	Designate interview as evaluation and/or counseling				
7	Define perimeters of confidentiality				
8a	Inform child of prior knowledge: content				
8b	Inform child of prior knowledge: source				
9a	Convey mechanics: length				
9b	Convey mechanics: number of interviews				
9c	Convey mechanics: note taking				

Technique used	Successful	Unsuccessful

Code	Function	Necessary and/or Desirable YES	Necessary and/or Desirable NO	Actually Provided YES	Actually Provided NO
10a	Encourage child's initial statement of: general motivation positive or negative				
10b	Encourage child's initial statement of: intended partial openness				
10c	Encourage child's initial statement of: anxiety or apprehension				
11a	Response to initial statement: general motivation as positive or negative				
11b	Response to intended partial openness				
11c	Response to initial statement: anxiety or apprehension				
12a	Convey expectations for verbal participation: overall responsibility				
12b	Convey expectations for verbal participation: initiating content				
12c	Convey expectations for verbal participation: changing subjects				

Technique Used	Successful	Unsuccessful

Code	Function	Necessary and/or Desirable YES	NO	Actually Provided YES	NO
12d	Convey expectations for verbal participation: determining relevance of content				
12e	Convey expectations for verbal participation: ending silences				
12f	Convey expectations for verbal participation: emotional/cognitive emphasis				
13a	Convey expectations for non-verbal behavior: desired				
13b	Convey expectations for non-verbal behavior: unacceptable				
14	Use of verbal reinforcement				
14a	Use verbal reinforcement to impact: overall amount of verbalization				
14b	Use verbal reinforcement to impact: initiation of content				
14c	Use verbal reinforcement to impact: relevance of content				
14d	Use verbal reinforcement to impact: self-disclosure				

Technique Used	Successful	Unsuccessful

Code	Function	Neccessary and/or Desirable YES	NO	Actually Provided YES	NO
14e	Use verbal reinforcement to impact: maintenance of conversation				
14f	Use verbal reinforcement to impact: emotional expression				
14g	Use verbal reinforcement to impact: cognitive expression				
14h	Use verbal reinforcement to impact: honesty/sincerity/trust				
15a	Utilize major interviewing techniques: clarification				
15b	Utilize major interviewing techniques: interpretation				
15c	Utilize major interviewing techniques: reflection				
15d	Utilize major interviewing techniques: confrontation				
15e	Utilize major interviewing techniques: continue responses				
15f	Utilize major interviewing techniques: open-ended questions				
16a	Utilize additional interviewing techniques: various authoritarian styles				

Technique Used	Successful	Unsuccessful

Code	Function	Necessary and/or Desirable YES	Necessary and/or Desirable NO	Actually Provided YES	Actually Provided NO
16b	Utilize additional interviewing techniques: specific role(s)				
16c	Utilize additional interviewing techniques: anxiety reduction				
16d	Utilize additional interviewing techniques: anxiety induction				
16e	Utilize additional interviewing techniques: anger elicitation				
16f	Utilize additional interviewing techniques: sadness elicitation				
16g	Utilize additional interviewing techniques: anxiety elicitation				
16h	Utilize additional interviewing techniques: labeling the process				
16i	Utilize additional interviewing techniques: response to anger				
16j	Utilize additional interviewing techniques: response to sadness				
16k	Utilize additional interviewing techniques: response to anxiety				
16l	Utilize additional interviewing techniques: use of humor				

Technique Used	Successful	Unsuccessful

Code	Function	Necessary and/or Desirable YES	Necessary and/or Desirable NO	Actually Provided YES	Actually Provided NO
17	Overcome patterns of uncommunicative responses				
18	Maintain intended level of activity and directiveness				
19	Wittingly respond to child's behavioral provocations				
20	Explore only educationally relevant content				
21	Protect child from excessive self-disclosure				
22	Protect child from unrealistically viewing interviewer as counselor				
23a	Utilize silence: allow enough silence				
23b	Utilize silence: prevent excessive silence				
24	Note undisclosed as well as disclosed content				
25	Attend to nonverbal behaviors				
26a	Utilize self-disclosure: past				
26b	Utilize self-disclosure: present				
27	Explore affective versus cognitive				
28	Explore cognitive versus affective				

Technique Used	Successful	Unsuccessful

Code	Function	Necessary and/or Desirable YES	NO	Actually Provided YES	NO
29	Explore behavioral versus affective versus cognitive				
30	Explore combinations of affect, cognition and behavior				
31	Recognize and deal with own anxieties regarding the interview				
32a	Recognize and utilize own reactions to child: representative				
32b	Recognize and utilize own reactions to child: unrepresentative				
33	Utilize theoretical orientation in conceptualizing data collected				

Technique Used	Successful	Unsuccessful

Appendix to The Interviewer's Functional Checklist©

Introduction

This appendix contains an explanation and description of each of the functions comprising the Interviewer's Functional Checklist. Each of these functions are described in positive terms, assuming that the provision of the specific function is desirable. Such a position is for the purpose of explanation only and it should be recognized that individual interviewers will make their own decision regarding the desirability, necessity and timing of providing each of these functions. This appendix is not intended to provide a listing of functions an interviewer "should" provide, but rather a listing of functions an interviewer may "wish" to consider providing. Following the explanation and description of each function are clarifying comments about the function, and in many cases, brief examples of verbal technique.

Interviewer Functions

1. Begin with theoretical orientation(s) in mind.

Comment: See Chapter 3.

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2a. Clarify purpose and goals for myself.

Prior to the interview, were you clear as to the purpose of the interview and the goals for it?

Comment: It is difficult to effectively convey the purpose and goals of an interview to a child if the interviewer has not specified and clarified this for herself prior to the interview.

2b. Review own attitude.

What was your attitude toward this interview? Did you feel the interview was necessary, or did you feel that you were providing a "rubber stamp"? What was your mood entering the interview? What were your expectations for the outcome of the interview?

Comment: Although it is well known that an interviewer's attitude and expectations affect the process and outcome of an interview, all too frequently interviewers do not attend to this variable.

3. Did you effectively introduce yourself as a person and as a professional?

Did you explain your role in the evaluation process and within the school?

Comment: A child being interviewed may need to know not only who an interviewer is, but where the interviewer "fits in" in the school world. Such information can be anxiety reducing and facilitate the effectiveness of the interview.

4. Clearly convey purpose and goals to child.

Did you clearly convey the purpose of the interview, and its goals, to the child in language which the child could understand?

Comment: Children are much more likely to effectively participate in an interview if they clearly understand the "why" of the interview and what it is that the interviewer hopes to accomplish through the data collection.

5. Convey potential and likely use of data.

Did you convey to the child how you intended to use the data collected during the interview? Did you discuss with the child the resulting decisions which might be made?

Comment: The motivation of the child to participate in the interview can be dramatically affected by the child's knowledge of the decisions which will be made regarding him based upon the data collected. Additionally, the interviewer's questions may seem more relevant to the child and therefore, more reasonable to answer in the event that this information is available.

6. Designate interview as evaluation and/or counseling.

Did you clarify for the child the evaluation and/or counseling nature of the interview?

Comment: Children who are in need of a counseling relationship may quickly identify an interviewer as a counselor and expect the opportunity for emotional expression, emotional support, encouragement and advice. Without such clarification, the interviewer, whose purpose is exclusively that of data collection, may inadvertently allow the child's unrealistic expectations to lead to disappointment inhibitive of the development of a future counseling relationship. Conversely, if the interview is very likely to be the first of a series of counseling sessions, the child may begin to wonder why the interviewer doesn't merely ask question after question in order to collect data.

7. Define perimeters of confidentiality.

Did you discuss the issue of confidentiality with the child with specific regard to what information would be available to whom at what time?

Comment: Much of the child's motivation for honest and open communication may be affected by her knowledge of who will and

will not know what she states in the interview and when they may be in receipt of this information.

8a. Inform child of prior knowledge: content

Did you inform the child of what you already know about him on the basis of referral information?

8b. Inform child of prior knowledge: source

Did you inform the child of the source of the information you have about her?

Comment: Many times interviewers begin interviews with a significant amount of information about the child. However, in many cases an interviewer does not let the child know what he already knows about the child. The interviewer has information; the child knows the interviewer has some information, but that he is not telling the child that he has that information. This can lead to a "game playing" situation and compromise the sincerity of both.

9a. Convey mechanics: length

Did you convey to the child how long you expect this interview to take?

Comment: Such information can affect the child's motivation for participation in the interview.

9b. Convey mechanics: number of interviews

Did you convey to the child whether this was to be a single or multiple contact interview?

Comment: Such information may affect the child's motivation for participation in the interview. The child's knowledge of the opportunity for the development of an interviewing relationship,and rapport with the interviewer, may also affect the child's motivation and the timing of self-disclosure.

9c. Convey mechanics: note taking

Did you discuss with the child why you were or were not going to take notes during the interview, both with regard to rationale and confidentiality? Did you convey to the child that you can write and listen at the same time and that the child doesn't need to stop talking to give you time to write what he has just said?

10a. Encourage child's initial statement of: general motivation as positive or negative

Did you encourage the child to state how she feels about participating in the interview or did you merely assume positive motivation?

Comment: A statement of positive motivation can serve as a committment. A statement of negative motivation can provide an opportunity to attempt to explore, understand and perhaps reduce the child's negative motivation before it seriously impedes the process and outcome of the interview.

10b. Encourage child's initial statement: intended partial openness

Did you encourage the child to state how open and honest he intends to be with you or did you merely make an assumption in this regard? Do you wish to provide the child with an opportunity to legitimately refrain from disclosing certain information?

Comment: Statements such as "If I ask you about something that you don't wish to discuss, just let me know that" may not only be anxiety reducing for the child, but may actually facilitate data collection by providing information regarding content areas that are anxiety arousing for the child.

10c. Encourage child's initial statement: anxiety or apprehension

Did you encourage the child's initial statement of apprehension or anxiety regarding the process or potential outcome of

the interview? Or, did you assume that the child was comfortable in the interview process and with the potential outcome of the interview?

Comment: Anxiety regarding participation in the interview, or apprehension regarding the potential outcome of the interview, can significantly inhibit the effectiveness of the child's participation in the interview process. Such anxiety can obviously present itself in many ways, from a hesitancy to verbalize, to sadness and tears, to hostility. A child may express anxiety or apprehension indirectly and problematically unless encouraged toward direct expression.

Examples: "How do you feel about talking with me today?"

"You look a little nervous about talking to me."

"How do you feel about what's going to be decided sometime after we finish with this interview?"

"At the beginning here, I'd sure like to know how you feel about talking with me today."

11a. Response to initial statement: general motivation as positive or negative

How did you respond to the child's initial statement of motivation to participate in the interview as positive or negative?

Comment: An interviewer may wish to respond with encouragement, support, confrontation, exploration or merely acknowledgement, contingent upon the specific circumstances, goals and process of the interview in question.

Examples: "Well, a lot of kids don't like to have to sit down and talk to someone they don't know very well, but we do have a job to do here, so we might as well get at it."

"So, here at the beginning, at least I understand that you really don't feel very happy about the idea of talking to me."

"I'd sure like to understand exactly why you're so sure that you don't want to take the time to talk to me."

"Well, I spend a lot of time talking to students and I find that a lot of people are kind of uneasy the first time they have to sit down and talk to a stranger."

11b. Response to intended partial openness

How did you respond to the student's statement that she did not intend to be completely open and honest with you?

Comment: At times, the acknowledgement that it is permissable not to disclose certain content facilitates the honest disclosure of other content. At other times, an exploration of why a child promptly elects to be only partially disclosing is in

itself informative. Also, a discussion of the motivation for only partial disclosure can initially clarify the interviewing relationship while facilitating more complete disclosure than might otherwise have been the case. Inquiry and response in this area may provide a very important initial opportunity for definition, clarification and discussion of the interviewing relationship.

Examples: "I think it is perfectly understandable that there are some things that you wouldn't want to discuss with me. If you'd just let me know when we come across one of those things, that will be helpful to me."

"So what you are telling me to begin with is that there are some things that you would trust me with, but other things that you might not trust me with? What would have to happen before you could have more trust in me?"

"If I happen to ask you something that you really don't want to talk about, why don't you just let me know that and then perhaps we can talk about why that particular thing might be something that you'd like to keep to yourself."

11c. Response to initial statement: anxiety or apprehension

How did you respond to the child's initial statement of anxi-

ety or apprehension regarding participating in the interview process or regarding the potential outcome of the interview?

Comment: See examples for 11a. These may be utilized with the focus upon emotion rather than motivation.

12a. Convey expectations for verbal participation: overall responsibility

What did you convey to the child regarding your expectations for the general responsibility for the interview with regard to overall activity level and leadership of the interviewing process?

Comment: Since the interviewer is most frequently perceived by the child as that person who is "wanting something", it is only logical that the child would assume that a rather direct "question-answer" process would ensue. Interviewers who wish to depart from this process, particularly interviewers who wish to utilize a rather non-directive procedure, may well need to correct this misperception by way of communicating their expectations to the child.

Examples: "I'm really going to depend on you to do most of the talking here. I'm going to give you some general ideas about things that I would like to learn about, but once I give you that idea I'm just going to sit back and listen."

"So that we don't get too far off the topic, I'll do a lot of the talking and really let you know what kind of things I'm most interested in learning about you."

12b. Convey expectations for verbal participation: initiating content

Did you convey to the child what your expectations were regarding who would initiate the content discussed in the interview? Did you have some preconceptions regarding what content areas were worthy of discussion or did you begin the interview with little knowledge of what content areas would be meaningful and relevant?

Comment: Obviously, items 12a and 12b overlap somewhat. However, within the range from extremely directive to extremely non-directive interviewer behavior, the responsibility for initiating the content to be discussed variably falls upon the interviewer or the child. In the event that the interviewer has a preference for a "game plan" in this regard, it may increase the effectiveness of the child's participation for the interviewer to communicate this expectation.

Examples: "I don't really know what kind of things we need to discuss in this interview so I'm going to depend on you to talk about things that are important. You can talk about ab-

solutely anything you want to talk about and I'll try to kind of help you along talking about whatever it is that you bring up."

"The thing that I like to do when I talk to students like you is just kind of sit and have a conversation with them and depend upon them to bring up things that are important to talk about, you know, things that are really important to you."

"There are some certain things that I want to talk to you about in this interview. For example, first of all, I think I'll ask you about how things are going in school and then we might talk a little about your family and then we might talk a little bit about how things went in your last school."

12c. Convey expectations for verbal participation: changing subjects

What did you convey to the child regarding how and when it would be determined that a given content area had been sufficiently discussed?

Comment: A subject can be changed by an interviewer or by a child, either out of boredom, defensiveness or perceived exhaustion of the content area. If you expect a child to discuss a given content area until their thoughts, feelings and verbalizations are exhausted, it may be beneficial to convey

this early in the interview. On the contrary, if you wish to make the decision regarding when it is time to move on to another subject, it may be beneficial to convey your expectations with regard to assuming this responsibility.

Examples: "As we go through this interview, when you think we've talked about a given topic enough, why don't you just go ahead and move on to another topic."

"What I'm going to do as we talk here is see that we get all kinds of things talked about and so every once in a while I may say to you 'Hey, I think we've talked enough about that. How about moving on to talk about something else now?'"

12d. Convey expectation for verbal participation: determining relevance of content

What did you convey to the child regarding who would determine whether or not the content being discussed was important, relevant and appropriate?

Comment: Obviously, this function overlaps with Functions 12a through 12c. However, in the event that you initially have reason to believe that this child will involve herself in discussion of irrelevant detail, the statement of the importance of discussing relevant content and the designation of who will

make that determination may be helpful.

Examples: "We don't have a great deal of time to talk today, so as we talk to each other I'm going to be kind of thinking about whether or not what we are talking about is really important and if it isn't, I might suggest that we move on to talking about something else."

"One of the things that I want you to do in this interview is to talk to me about things that are important to you rather than things that really aren't all that important. For example, I'd rather talk to you about how you feel about your teacher than what you had for lunch today."

12e. Convey expectations for verbal participation: ending silences

What did you convey to the child regarding whose responsibility it will be to keep the interview verbally progressing by ending silences?

Comment: This function, which overlaps with Function 12a is nevertheless noteworthy in that it provides a specific mechanism for the interviewer and for the child to assume overall verbal responsibility. The expectations communicated in 12b and 12c will also impact upon this function. Many interviewers consider the most unproductive, uncomfortable and unde-

sirable interview situation to be that in which the pattern of "question-answer, question-answer" constitutes the majority of the interview. The acceptance of responsibility for ending silences notably impacts the "verbal flow" of the interview.
Examples: "You know, as we talk to each other, every once in a while it will get kind of quiet. I'm not going to say anything when it does because I'm just waiting to hear what you're going to say next. You could either tell me more about what you were talking about or you might decide that you want to start talking about something else."

12f. Convey expectations for verbal participation: emotional/cognitive emphasis

What did you convey to the child about your expectation for emotional expression and/or the child's expression of his thoughts?

Comment: While an interviewer may frequently hope to gain a great deal of useful data from the child's emotional expression during the interview, that interviewer may fail to "set the stage" for this interview being an opportunity for emotional expression. Similarily, an interviewer who feels an understanding of the child's cognitive set may yield the greatest amount of data, may need to "set the stage" for the child's

expression of his thoughts and beliefs. Without the conveyance of such expectations, the child can only generalize to the interview situation from daily conversations with adults in which emotional or cognitive expression may be less desirable or permissable than in the present interview situation.

Examples: "As we talk here today I'm really going to be interested in how you feel about things. I think feelings are really important and I hope that you'll let me know about your feelings."

"A lot of times students don't really have the chance to let people know what they think about things. As we talk here today, I'm going to be most interested in what you think, what you believe, about the things we talk about; you know, what your opinion is about things."

13a. Convey expectations for non-verbal behavior: desired

If you hoped for a behavioral expression on the part of the child, did you convey expectation and/or permission for this?

Comment: If not, a child can only generalize from her everyday interaction with adults which may not be conducive to desirable expression within the present interview situation.

Examples: "As we're talking here, if you kind of need to 'act something out' or want to talk to me pretending you're someone

else like your mom or your teacher, that would be just fine and probably help me understand you a lot better."

"At times, as we talk to each other today, we might do something that we call 'role playing'. What I mean is if we are talking about your mom and I'm trying to understand how you get along with your mom, for a little while we might pretend that you might be your mom and I might be you and you could kind of show me how your mom behaves."

13b. Convey expectations for non-verbal behavior: unacceptable

Did you convey to the child that there were certain limitations to her behavior in the interview situation, perhaps with specific regard to aggressive behavior?

Comment: The encouragement of verbal and behavioral expression may need some qualification to preclude misinterpretation.

Examples: "Since I really do want to know how you feel about things, you can do and say anything you want to in this interview except you can't hurt me and you can't hurt anything in this office."

14. Use of verbal reinforcement

Comment: It is assumed in Functions 14a through 14h that verbal reinforcement can be utilized to increase the effectiveness of the child's participation.

14a. Use verbal reinforcement to impact: overall amount of verbalization

Examples: "You're really doing a good job talking to me."

"You know you're really talking a lot here and that helps me to understand you a lot better."

"You're pretty good when it comes to talking to people, aren't you?"

"I'm really kind of disappointed so far that you haven't done much talking to me."

14b. Use verbal reinforcement to impact: initiation of content

Examples: "You've really done a good job bringing up a lot of different things to talk about."

"I'm really kind of disappointed that I'm having to do all the work here. I'd really like it if you could bring up some ideas of things that you would like to talk about with me as far as your classroom is concerned."

14c. Use verbal reinforcement to impact: relevance of content

Examples: "I really think you're talking about lots of important things with me."

"You know, this last thing that you've been talking about is really very, very important."

"You know, we could spend a lot of time talking about what you played during recess, but I was hoping we could talk about some other important things such as..."

14d. Use verbal reinforcement to impact: self-disclosure

Examples: "You know, I think you're really being pretty open and honest with me."

"It really makes me feel good that you trust me enough to tell me that."

"You know, I was really hoping that rather than just talk about what happens, I'd have the chance to get to know you a little bit and that maybe you could trust me enough to kind of let me get in on what's going on in the inside of you."

14e. Use behavioral techniques to impact: maintenance of conversation

Examples: "You know, you're really doing a good job so far. When it gets kind of quiet you're thinking about what you want to talk about next and then just going right ahead and doing that and I think that's super."

"You know, I kind of wish that I didn't have to do all the work here. I was hoping that maybe both of us could

do quite a bit of talking, but it seems like you're just sitting there waiting for me to ask all the questions."

"You know, that was really good. It was quiet there for a couple seconds and you just went right ahead and told me more of what you were talking about."

14f. Use verbal reinforcement to impact: emotional expression

Examples: "I think that was really good that you let me know how you felt about that."

"Feelings aren't always easy for people to express, but you know you're doing a pretty good job letting me know how you feel."

"You know, I think it takes a lot of courage to share your feelings with people like you are sharing yours with me today."

"I was really hoping to get to know how you feel about things, but what you're doing is just kind of letting me know what happened without letting me know what your feelings really were."

14g. Use verbal reinforcement to impact: cognitive expression

Examples: "You really did a good job there letting me know what you thought about when Johnny called you that name."

"You know what I'm really interested in is what you think about your teacher and you just did a good job letting me know that."

"You know, you just told me how mad it made you when Johnny called you that name, but you didn't let me know what you really thought about when he did that."

"You just told me that you <u>believe</u> that your teacher doesn't like you. I think that's really important for me to know and I'm glad you told me."

14h. Use verbal reinforcement to impact: honesty/sincerity/trust

<u>Examples</u>: "I think it took a lot of trust to tell me what you just did and I'm proud of you for being able to do that."

"You know, I think you are taking this interview pretty seriously and that really makes me feel good."

"You know, I'm really disappointed that I'm trying to do a good job here and take this as seriously as I can and you're just kind of goofing off in this interview."

"You know, I really don't think you were very honest in what you just told me."

15a. Utilize major interviewing techniques: clarification

<u>Comment</u>: Refer to Chapter 2.

15b. Utilize major interviewing techniques: interpretation

Comment: Refer to Chapter 2.

15c. Utilize major interviewing techniques: reflection

Comment: Refer to Chapter 2.

15d. Utilize major interviewing techniques: confrontation

Comment: Refer to Chapter 2.

15e. Utilize major interviewing techniques: continue responses

Comment: Refer to Chapter 2.

15f. Utilize major interviewing techniques: open-ended questions

Comment: An open-ended question provides for verbal elaboration by the child rather than a brief, definitive and perhaps uninformative response.

Examples: "How did things go on the playground today as compared to yesterday?" rather than "Did Johnny tease you at recess this afternoon?"

16a. Utilize additional interviewing techniques: various authoritarian styles

Did you vary the degree to which you assumed an authoritarian

role within the interview?

Comment: In the event that a child demonstrates difficulty in response to authority, varying one's authoritarian behavior throughout the interview may provoke behavioral and verbal data from the child which is informative.

Examples: "It's my hope that you and I can work together to make this as pleasant an interview as possible. I realize that this may not be what you want to do, but I hope that you can bear with me while we get the job done."

"I want you to sit up and get to work doing a good job answering these questions."

16b. Utilize additional interviewing techniques: specific role(s)

Did you assume any specific role(s) during the interview which were designed to provoke an informative response?

Comment: In the event that this child encounters difficulty relating to individuals in a specific role such as playmate, competitor, supervisor, director, advisor or instructor, it may be informative to experimentally assume such a role during the interview for the purpose of provoking the child's reaction, thus yeilding valuable data. At times, merely a verbal assumption of a specific role may suffice, or an activity,

such as the playing of a game during the interview, may assist in the assumption of the desired role.

16c. Utilize additional interviewing techniques: anxiety reduction

In the event that you noticed that this child experienced excessive and undesirable anxiety during the interview did you act in such a way, verbally and nonverbally, to reduce the child's anxiety?

Comment: Excessive anxiety may be undesirable in limiting the effectiveness with which the child participates in the interview. However, the anxiety which the child experiences during the interview can also be informative if it replicates the child's experiences outside of the interview situation about which the interviewer is actually hoping to collect data. Additionally, the success or lack of success of the efforts of the interviewer in reducing anxiety may similarly provide valuable data.

Examples: Touching the child's shoulder, "I know it can be scary to talk to a grownup that you don't really know, but I think you're doing a really good job and there really isn't any reason to be so uptight about this."

"You look pretty nervous to me. Maybe it would

help you feel better if we spent a few minutes talking about what's making you so nervous about talking to me."

16d. Utilize additional interviewing techniques: anxiety induction

If desired, did you act in such a way as to increase the child's anxiety during all or specific parts of the interviewing process?

Comment: In the event that the interviewer is interested in collecting data regarding the child's response to anxiety, it may be informative to attempt to increase the child's anxiety during the interview. This may be accomplished by the lessening of support, an increase in frequency and intensity of confrontation, the use of interpretation of anxiety-arousing content or the increase or decrease of directiveness during the interview.

16e. Utilize additional interviewing techniques: anger elicitation

Did you act in such a way as to elicit the child's expression of feelings of anger during the interview?

Comment: If the child is experiencing difficulty in his life space with the appropriate expression of anger, it may be in-

formative to the interviewer to attempt to elicit expression of anger during the interview.

Examples: "I understand that you get pretty angry sometimes. What kind of things make you angry?"

"You know, you looked kind of angry when I asked you that question. How were you feeling right then?"

"Everybody gets angry sometimes. I wonder what kind of things make you angry?"

16f. Utilize additional interviewing techniques: sadness elicitation

Did you act in such a way as to elicit the child's expression of feelings of sadness during the interview?

Comment: If the child is experiencing difficulty in her life space with the appropriate expression of sadness, it may be informative to the interviewer to attempt to elicit expression of sadness during the interview.

Examples: "I understand that you get pretty sad sometimes. What kind of things make you sad?"

"You know, you looked kind of sad when I asked you that question. How were you feeling right then?"

"Everybody gets sad sometimes. I wonder what kind of things make you feel sad?"

16g. Utilize additional interviewing techniques: anxiety elicitation

Did you act in such a way as to elicit the child's expression of feelings of anxiety during the interview? (The elicitation of anxiety differs from the induction of anxiety in that it focuses upon facilitating the child's expression of existing anxiety rather than actually attempting to increase the child's level of anxiety.)

Comment: If the child is experiencing difficulty in his life space with the appropriate expression of anxiety, it may be informative to the interviewer to attempt to elicit the expression of anxiety during the interview.

Examples: "I understand that you get pretty nervous sometimes. What kind of things make you nervous?"

"You know, you looked kind of nervous when I asked you that question. How were you feeling right then?"

"Everybody gets nervous sometimes. I wonder what kind of things make you nervous?"

16h. Utilize additional interviewing techniques: labeling the process

As the interview progressed, did you label for the child the various processes throughout the interview?

Comment: It may enhance the child's effective participation in the interview if the child understands the process of the interview at any given time at which a change in his participation is desired.

Examples: "What's happening here is that I'm asking you a question and you're giving me a short answer and I'm asking you another question and you're giving me a short answer and that really isn't helping me to get to know you better."

"When it's quiet like this and I don't say anything, I'm just kind of waiting to see what you're going to say next."

"It seems that you're depending on me to do a lot of the talking here."

"It seems like we go from one subject to another pretty rapidly without really doing a lot of talking about any one thing."

"When I'm looking at you like this it's because I wonder what you're thinking about."

"When I kind of have a questioning look on my face like this, (example) that means that I'm really kind of having a hard time understanding what you're telling me and you probably need to tell me a little bit more about it."

16i. Utilize additional interviewing techniques: response to anger

Did you respond to the child's expression of anger toward situations, others, or you, during this interview?

16j. Utilize additional interviewing techniques: response to sadness

Did you respond to the child's expression of sadness, stimulated by situations, others or you, during this interview?

16k. Utilize additional interviewing techniques: response to anxiety

Did you respond to the child's expression of anxiety stimulated by situations, others or you, during this interview?

16l. Utilize additional interviewing techniques: use of humor

Did you utilize humor during this interview?

Comment: Humor can effectively be utilized to reduce anxiety, or as a vehicle for confrontation or interpretation.

Examples: "I heard that you were so happy about getting to talk to me today that you've just been sitting in class smiling since 9:00 this morning."

"I heard that you were so hard to get along with on the playground that 200 kids didn't come to school this morning so they wouldn't have to fight with you. Is that true? Seriously, do you have some trouble getting along with the other kids on the playground?"

17. Overcome patterns of uncommunicative responses

Did you acknowledge the child's use of uncommunicative or minimally communicative responses such as "Yes" or "No" or "I don't know" or "I guess"? Once acknowledged, did you act to overcome this response pattern and to replace this pattern with communicative responses?

Examples: "You only get two 'I don't knows' in this interview and you've already used up both of them."

"What I'd like to have you do rather than just saying 'yes or no' is to try to tell me all about what I ask you." (The modeling of an example may be helpful here).

"You know, I really need to get you to do more of the talking here if I'm going to get to know you and one of the ways we could do that is if you would try to talk to me a little more about things rather than just saying 'yes or no or I don't know'."

18. Maintain intended level of activity and directiveness

If you began this interview with a plan regarding your level of activity and directiveness, did you proceed in accordance with that plan or did you allow yourself to be provoked into more or less directiveness or activity than you believe conducive to effective data collection?

Comment: Interviewers who are, themselves, uneasy with silence or overprotective of the comfort of the child may, despite their original intentions, increase their activity level and directiveness to such an extent that it interferes with effective data collection. Conversely, an underassertive interviewer who allows the child to "ramble on" superficially, and perhaps defensively, may also be violating his or her intended activity and directiveness level to the expense of data collection.

19. Wittingly respond to child's behavioral provocations

Did you recognize the meaning and interpret the child's in-interview behavior designed to provoke your behavioral or verbal response?

Comment: In the event that the interview is actually a representative sample of the child's behavior, the recognition

and interpretation of the child's provocative behavior may be a valuable source of data. This data source should not be overlooked due to the interviewer unwittingly offering the child the responses the child is attempting to provoke, without recognizing and interpreting the actual meaning and significance of the child's provocative behavior. The interpretation of the child's behavior may at times be profitably offered to the child and at other times merely noted as collected data.

20. Explore only educationally relevant content

Did you restrict your questioning and exploration to content areas which you consider to be educationally relevant? *

21. Protect child from excessive self-disclosure

Did you caution the child regarding excessive self-disclosure during the interview?

*The description of this function herein is not intended to suggest a restriction of the domain explored by the interviewer. Rather, it is designed to provoke an examination of the consistency between the domain an interviewer intends to explore and the domain actually explored by the interviewer in the interview being evaluated.

Comment: It may be more profitable for the child to self-disclose gradually once rapport has been established rather than precipitously in an initial interview. An emotionally needy child may be easily provoked by the opportunity for self-disclosure to excessively disclose and subsequently experience anxiety regarding the disclosure. (See comments on Function 22 below).

Examples: "You know, that's really a very personal thing to talk about and I'm really glad that you trust me with that. However, maybe you should wait til you get to know me a little bit better before we start talking about that particular topic."

"You know, you're really doing a very good job talking to me and it makes me very happy that you have told me so much about yourself, but we are going to have the chance to get together a couple more times and I really think it might be better if you kind of waited til you got to know me a little bit better before we started talking about some of the stuff that you've got such strong feelings about."

22. Protect child from unrealistically viewing interviewer as counselor

Did you clarify your role as a data collector versus counse-

lor in this specific interview?

Comment: Children may need assistance in discriminating the difference between an interview for the purpose of data collection versus an interview for the purpose of counseling. Children who erroneously view the data collecting interviewer as a counselor may not only be disappointed by the non-counseling responses of the interview but may also be stimulated by this disappointment toward a negative expectancy regarding possible future counseling endeavors. (See comments for Function 21).

23a. Utilize silence: allow enough silence

Did you allow a sufficient amount of silence throughout the interview as to promote the effectiveness of the child's participation?

Comment: An interviewer who is made uneasy by silence, or denotes silence as indicating an unsuccessful interview, may assume excessive responsibility in terminating silences and thus deprive the child of the opportunity for thoughtful and gradual communication. An interviewer so behaving may lose data which would have been available in the event that more silence was available to the child throughout the interview.

23b. Utilize silence: prevent excessive silence

Did you act in such a way as to prevent silences of excessive duration or frequency?

Comment: An interviewer who "stubbornly" places the responsibility for terminating silences upon the child may be increasing the child's anxiety to an unproductive level. Silences of excessive length and frequency may also act to stimulate an atmosphere of competition and perhaps hostility within the interviewing relationship.

24. Note undisclosed as well as disclosed content

Did you note what the child said as well as what the child failed to say during the interview?

Comment: The child's hesitancy, refusal or forgetfulness in discussing specific content areas may be just as informative as the child's discussion and disclosure in other content areas.

25. Attend to non-verbal behaviors

Did you attend to non-verbal behaviors such as eye contact, posture, motor activity, grooming and dress as sources of data?

26a. Utilize self-disclosure: past

Did you utilize self-disclosure regarding your own past?

Comment: See Chapter 2.

Examples: "I remember when I was about your age I felt like I didn't want to go to school some days, too."

26b. Utilize self-disclosure: present

Did you utilize self-disclosure regarding your present life or the present interview situation?

Comment: See Chapter 2.

Examples: "I can understand why you might be kind of nervous about talking to me because right now that you've told me that you really don't want to talk to me, I'm feeling a little bit nervous about talking to you, too."

"What you just said really makes me feel very sad."

"I'm really feeling kind of angry with you right now and I guess that helps me understand how your teacher must feel about you sometimes."

27. Explore affective versus cognitive

If, due to your theoretical orientation, you are primarily interested in the exploration of emotion, did you actually place your emphasis on such an exploration ? Or, did you actually place more emphasis upon what the child thought, rather than felt?

28. Explore cognitive versus affective

If, due to your theoretical orientation, you intended to place primary emphasis upon the exploration of thought versus feeling, did you actually do so?

29. Explore behavioral versus affective versus cognitive

If, due to your theoretical orientation, you intended to place emphasis upon the exploration of the child's behavior rather than thought or feeling, did you actually do so?

30. Explore combinations of affect, cognition and behavior

If, due to your theoretical orientation, you intended to place emphasis upon thought, feeling and behavior and the interaction of these variables, did you actually explore each of these variables to the extent you intended?

31. Recognize and deal with own anxieties regarding the interview

Did you attend to your own emotional response, recognizing your own anxiety regarding this specific interview? In recognizing your anxiety were you successful in dealing with this anxiety to a degree sufficient for the interview to progress productively?

Comment: Many, or perhaps most, experienced interviewers still find that uncooperative, hostile, uncommunicative children arouse in them (the interviewer) some anxiety regarding the interviewing process. The interviewer's emotions, as well as the child's, must be dealt with if the interview is to progress effectively.

32a. Recognize and utilize own reactions to child: representative

Did you recognize and examine your own emotional response to this child?

Comment: In the event that the interview is a representative sample of the child's life space, the interviewer's emotional response to the child may be a replication of other's response to this child and therefore meaningful, informative and a source of useful data.

32b. Recognize and utilize own reactions to child: unrepresentative

Did you recognize and examine your own emotional reactions to this child which may be specific to the interaction of your personality and that of the child, or specific to the interview situation and therefore unrepresentative with regard to the child in her life space?

Comment: An interviewer who is "having a bad day" or who has personal experiences yielding sensitivities to this particular child may recognize his or her own responses as present but unrepresentative and informationally unuseful.

33. Utilize theoretical orientation in conceptualizing data collected

Did you actually utilize your theoretical orientation in conceptualizing and understanding the data collected during this interview?

Comment: See Chapter 3.

Chapter 2

Major Interviewing Techniques

Clarification

Clarification, an extension of reflection, is designed to bring into sharper focus or awareness a particular attitude, thought, emotion, or behavior. The counselor uses clarification as a means of helping a client make more accurate discriminations between effective and ineffective behavior.

Counselees often express their thoughts, feelings, and behaviors in vague language that obscures the underlying purpose or intentions behind their actions. Before making a clarifying response, the counselor should consider such questions as "Why is the client trying to ward off feelings of anxiety, guilt, or depression?" "What is being avoided?" The counselor may need to pay particular attention to nonverbal cues that serve as indicators of emotion. The counselor may use some of the following responses to help clarify the client's thoughts, emotions, and actions: "You seem irritable." "You seem afraid." "You appear to be embarras-

sed." "You seem sad." "You seem to want to hide something." "You appear to be angry."

The counselor's language needs to be simple, concrete, and capable of bringing out emotionally laden material. It is a good idea to stay away from such phrases as "you are" and "it is." These phrases tend to be perceived as judgemental and definite, whereas such phrases as "you seem to" or "you appear" are less so (Brammer & Shostrom, 1978; Ellis & Harper, 1975).

Clarification means to "concretize," to make explicit, to specify. More than to accurately describe a behavior, clarification suggests making explicit the reason, intention, or the function of the behavior (Greenson, 1967). It is therefore a technique that may facilitate further depth of self-awareness and self-exploration.[1]

Interpretation

Interpretation refers to a process in which the counselor suggests to the client the possible meanings underlying behavior. Brammer and Shostrom (1978) define interpretation as presenting to the client for consideration a set of hypotheses explaining the meanings of the client's behavior.

Interpretation of client behavior requires a thorough knowledge of psychological processes. As with reflection, confrontation, and clarification, interpretation attempts to bring into the client's awareness many of the client's unacceptable thoughts and feelings. The technique involves going beyond the client's insight. Thus, the aim of interpretation is to make sense out of the client's experiences--experiences of which the client is aware as well as those that may have escaped client awareness. The relationships between the client's present and past behavior are examined and described to increase personal awareness (Greenson,1967).

Interpretation furthers the development of self-awareness. Effective interpretations by counselors set the stage for further client growth. The counselor should not try to force untimely interpretations on the client if there is evidence that certain material is laden with severe anxiety. If interpretations are not timely, accurate, and made with extreme care and empathy, the client's resistance to counseling may be reinforced. The buildup of anxiety may be so intense that the client may feel that the only alternative is to avoid counseling....

In interpreting the client's behavior, counselors need to (1) state to the client those ideas or thoughts most clearly associated with the client's emotional and behavioral disturbances, and (2) identify the underlying motivations, intentions, and functions of the maladaptive behavior (e.g., resistances, coping mechanisms). Every psychological incident, past present, or future, becomes potential subject matter for interpretation and restructuring. Interpretation seeks to bring into the client's full awareness the events that have become associated with maladaptive behavioral tendencies.[2]

Reflection

One of Carl Rogers's (1951) significant contributions to counseling and psychotherapy process was his emphasis on the use of reflection of feeling as a means of communicating empathy. Rogers observed that the reflection technique focuses on the client's internal frame of reference--on how the client perceives the world and the feelings associated with the perception. The counselor reflects back to the client the emotional content of the client's words, even though the client may not be fully aware of the meaning of

the statement. Thus, the reflection may go beyond the client's immediate insight or self-awareness. Reflection encourages the client toward self-exploration. Brammer and Shostrom (1978) define reflection of feeling as the attempt a counselor makes to express the client's most meaningful ideas and feelings about self in words understandable to the client. Reflection fosters the expression of emotions and the thoughts that produce them. Reflection of feeling also includes the thoughts or ideas associated with a feeling, as well as the physiological and behavioral manifestations....

Reflection of feeling, when accurate, may convey to the client a sense of being understood by the counselor, and thus increases the likelihood of the client talking freely. Reflection is a powerful tool that may stimulate self-disclosure and deep exploration of self. However, the counselor should keep in mind that such a technique is a means to an end--not an end in itself. Reflection helps the client to examine and explore deep motives, but it does not necessarily change them.[3]

Confrontation

Confrontation, the direct expression of unpleasant events to the client by the counselor, is employed by the counselor

when it is apparent that the client does not want to deal with significant matters. An individual may consistently avoid matters that are emotionally laden, such as sex, intimacy, homosexuality, and guilt, by reverting to various "defense mechanisms." Defense mechanisms prevent the direct confrontation of feelings of inadequacy and low self-esteem and, more specifically, the ideas that underlie such feelings. Typical defensive reactions consist of rationalization, projection, reaction formation and denial....

Such a potentially powerful technique as confrontation must be used with great care. It should be used (1) only when a good solid relationship exists between client and counselor; (2) for a special purpose, such as moving a client past a stumbling block; (3) never very frequently; and (4) with great sensitivity to its effect on the client. The counselor must be ready to retreat if it seems too powerful in its effect on the client.[4]

Continue Responses

Continue responses are unique in that their purpose is that of maintaining the verbal "flow" of the interview. These responses are designed to provide encouragement for the child

to "verbally continue" the interview conversation. Continue responses may be directive, communicating, in essence, "Please go on talking" and also positively reinforcing in communicating "I hear, acknowledge and appreciate that you are talking with me." Examples of verbal continue responses are: "Uh-huh", "I see", "Go on". Examples of nonverbal continue responses include nodding, smiling, and other facial and motor expressions of acknowledgement.

Self Disclosure

If a counselor reveals something about his own personal life to his client, does this help the client? The answer to this question, worded that generally, is that it depends. As we have already noted, social science researchers have become quite interested in self-disclosure as a form of human interaction, encompassing at least three areas: mutual self-disclosure in human-relations-training programs, self-disclosure in everyday life, and both client and helper self-disclosure in counseling and psychotherapy.

When it comes to helper self-disclosure in counseling, however, the evidence is not all in yet and the evidence that we have is not completely clear. There are two somewhat

contradictory sets of evidence: one set urges helper self-disclosure, while the other cautions against it.

The foremost proponents of helper self-disclosure are Mowrer (1973) and Jourard (1968, 1971a, 1971b), but their approaches are quite different. Mowrer's position on helper self-disclosure grows out of his whole philosophy of helping, to which self-disclosure is central. The client, if he wants to be helped, must reveal himself completely to the members of a peer self-help group, especially in those areas of his life in which he has lived or is living irresponsibly and dishonestly. The leader of the group also discloses himself completely. When someone wants to enter the group, the leader (or a member designated by the leader or by the group itself) meets with him before entry and models the kind of self-disclosure that will be demanded of him once he enters the group. In this case, self-disclosure of both past and present irresponsibilities takes place all at once. Before he enters the group, the prospective member must contract to engage in the same kind of self-disclosure. This kind of immediate and total self-disclosure (at least with respect to the areas of life in which the

client is not living effectively)is characteristic of many peer self-help groups, such as Alcoholics Anonymous (see Hurvitz, 1970).

Jourard's approach to self-disclosure is much less moralistic and perhaps more pragmatic. He sees self-disclosure as an essential part of the process of self-actualization. His approach to helper self-disclosure is more restricted than Mowrer's but more extensive than Carkhuff's (1969). Jourard, too, urges the helper to disclose himself to his client in the early stages of the helping process because, according to his research, such self-disclosure increases the quantity and heightens the quality of the client's self-disclosure. Like Mowrer, he sees the average person in psychological trouble as an underdiscloser who must, in the safety of the helping process, learn how to disclose himself more effectively. The troubled person invests too much time and energy in constructing facades and trying to keep them from crumbling. The counselor helps the client by modeling self-disclosure himself. In social-influence terms, this modeling adds to the helper's power base, for it increases his attractiveness to the client (through "positive similarity"

self-disclosure), enhances his trustworthiness (for he firsts trusts the client enough to reveal himself), and adds credence to his statements of accurate empathy ("I know your world because, at least in some analogous way, I've been there, too"). A disclosing counselor also decreases the role distance between himself and the client. Hopefully, then, the heightened mutuality that ensues increases the probability of collaboration between client and counselor. All in all, a helper's self-disclosure increases his ability to work with the client (Murphy & Strong, 1972) early in the helping process in order to encourage the client to engage in self-exploration. In a sense, such modeling is an act of social influence: it places a demand on the client to reveal himself. Bundza and Simonson (1973) and Combs (1969) also offer evidence for the usefulness of helper self-disclosure.

On the other hand, Weigel and his associates (1972) have found evidence suggesting that helper self-disclosure can frighten the client or make the helper seem less effective.

Many of the studies urging self-disclosure have used so-called "normals" (for example, college students) as subjects in analogue studies. Such subjects constitute relatively high level "clients." It may well be that interviewer self-

disclosure does help such clients to disclose themselves. However, the more disorganized the subject (such as a real client with relatively severe problems) is, the more he is affected adversely by helper self-disclosure. He sees it not as a help but as a threat.

What principles can be stated, then, to govern the use of counselor self-disclosure? First of all, a high-level helper should be willing to do whatever he ethically can to help his client. Therefore, he should be willing to disclose himself to the client if and when he believes it will be helpful. He should also hold responsible and appropriate self-disclosure as a value in his own life. Practically speaking, this means that there should be people with whom he shares himself intimately. Since a helper expects his clients to reveal themselves to him intimately in the counseling interviews, it would be worse than anomalous if the helper did not know what it meant-- in terms of both cost and benefit--to reveal himself deeply to another person.

Next, since self-disclosure in human relationships is not an end in itself, counselor self-disclosure should be related to some counseling goal. In Stage I, as has been noted, the goal is to improve the quality of client self-

exploration, while in Stage II it is to help the client come to a better understanding of himself. Counselor self-disclosure can achieve neither of these goals, however, unless it is responsible and appropriate. What does "appropriate" mean in this context?

First,counselor self-disclosure should not add another burden to an already overburdened client. Many years ago, a friend of mine came to me to talk over a problem that was bothering him. I thought it was only right to let him know that he was not alone in having this problem, so I began to let him know something about myself. But he cut me off quickly, saying "Hey, don't tell me your problems. I'm having a hard enough time dealing with my own. I don't want to carry yours around, too." Our interchange illustrates two points. First, the helper cannot help unless he is living more effectively than the client, at least in the areas in which he is trying to help. Second, the helper should not add another burden to those of the client by his self-disclosure. Therefore, even though a counselor should be willing to disclose himself, he should first determine whether his disclosure is likely to help the client explore himself further or understand himself better. Both the quality and the timing of his

disclosure are critical.

Second, counselor self-disclosure is inappropriate if it distracts the client from his problems. More positively, helper self-disclosure should help the client focus more clearly, concretely, and accurately on his areas of ineffective living and the resources he can draw upon to live more effectively.

Client: I seem to be most anxious when I wake up in the morning. I just don't want to face the day. It's too scary.

Counselor A: I experienced this kind of morning anxiety at one period of my life. It was when I was in graduate school and wasn't sure that I was good enough. I didn't know what I wanted our of life. But it all passed away.

Client: Do you think that yours was related to the aimlessness of school life?

Client: I seem to be most anxious when I wake up in the morning. I just don't want to face the day. It's too scary.

Counselor B: It becomes a painful struggle just to get out of bed. I think that I went through some of that in the army. It made the world seem pretty grim.

Client: It's just that it's such a painful struggle. But I think that the world would be even more grim if I were to give up the struggle.

Counselor A distracts the client and shifts attention to himself, while Counselor B blends self-disclosure with accurate empathy and wins a much more growthful response from the client.

Third, helper self-disclosure is inappropriate if it is too frequent. This, too, distracts the client and shifts attention to the counselor. Research (Murphy & Strong, 1972) has shown that if an interviewer discloses himself too frequently, the client may see him as a phony or suspect that he has ulterior motives.

Some suggest that there is a curvilinear relationship between counselor self-disclosure and effective helping. They hypothesize that the low-disclosing counselor is ineffective because he is seen as aloof, weak, and role conscious ("I am the helper; you are the helpee"). On the other hand, the high-disclosing counselor may be ineffective because he is seen as too powerful and/or lacking in discretion (and therefore untrustworthy). The moderately disclosing counselor is effective, so the theory goes, because he provides a competent model of self-disclosure,

encourages mutuality, and proves himself trustworthy (by saying to the client, in effect, "I trust you").

I suggest that the high-level counselor knows when to disclose himself and that he can safely do so either in Stage I or in Stage II. It is better for the beginner to wait until Stage II, for he does not yet have enough experience to judge the impact of his interactions. As he learns how to handle self-disclosure in the counseling interview, he can use it whenever it seems appropriate. Some research (Tuckman, 1966; Vondracek, 1969) suggests that the helper can get the client to reveal more by using probing techniques (such as open-ended questions) than by "reflecting" (as Rogers and Carkhuff suggest) or "revealing" (as Jourard suggests). But first of all, client self-revelation is not a goal in itself. While it can be cathartic and healing in itself, it is usually subsidiary to other goals--that is, dynamic self-understanding and action. Second, accurate empathy is far more than mere "reflecting"; it is in itself a kind of probing. Third, since much of the research on self-disclosure takes place in the laboratory over very restricted periods of time (such as one session) with clients who are not particularly disturbed ("normals")

one should keep in mind that both client and counselor self-disclosure take on a different meaning in longer-term helping relationships. Therefore, at least at this stage of theory, research, and model elaboration, it seems unwise to overemphasize or to minimize any particular helping skill. The effective counselor has a wide repertory of skills and responses, including "probing," "reflecting," and "revealing." He draws easily on these and on any other skill to help him achieve the goals of counseling.[5]

Present Appearance and Behavior

1. How does the client appear in:
   a. *Stature and physique:* height, weight, body build and proportions, muscle development, body symmetry, limb size, appearance of hair and face, development of secondary sexual characteristics, and physical attractiveness
   b. *General health:* degree of vigor, health, and strength; presence of physical illness, physical defects and allergies
   c. *Sensory modalities:* presence of deficiencies in any of the sense modalities (vision, hearing, and so on)
2. Expressive or Nonverbal Behavior
   a. *Characteristic level of motor activity:* inactive, active, or hyperactive; high or low energy level; type of gait and activity of hands and legs
   b. *Speech characteristics:* slow, deliberate or rapid; presence of blocking, stammering or halting speech; presence of idiosyncractic speech reflecting a private language, identification with a particular ethnic, social class, or occupational group; clarity and coherence of verbalizations
   c. *Kinesic characteristics:* manifestations of personality or nonverbal communication reflected in body movements, body stance, gestures, facial expressions and posture
   d. *Paralanguage:* use of vocalizations or inflections (exclamations, crying, laughing, and so on) to emphasize, contradict, or negate something communicated in words
   e. *Proxemics:* orientation and use of personal and social space
   f. *Affective characteristics:* type of feelings expressed and those that predominate (happy, sad, aggressive, excited, suspicious, and so on); extent to which affect is appropriate to situation and themes discussed
   g. *Artifactual characteristics:* type of dress, adornment, makeup, and props manifest

Present Level of Functioning and Adaptation

1. Nature of presenting problems
   a. Specific problem or problems for which client seeks assistance and circumstances that encourage the client to seek help
   b. When the problem or problems first became apparent, where

and with whom they are manifest

c. Extent to which client accepts the problem or problems, degree of insight regarding them, and motivation present to do something about them

d. Extent to which problem or problems are affecting client's everyday adjustment and functioning, how reality is perceived, and the opportunities the client sees to realize goals and aspirations

2. Adjustment at school or work

a. Degree to which performance is adequate and satisfying or inadequate and dissatisfying

b. Type of performance and interpersonal problems present

3. Relationships, social skills, and activities

a. Significant people in client's life

b. People with whom client has the most positive and conflicted relationships; specific types of interpersonal conflicts and problems

c. Typical style of relating: friendly, outgoing, dominating, passive, withdrawing, avoidant, and so on

d. Types of interests client has and social activities client enjoys

4. Self-perceptions

a. Areas of adequacy, strength, and success; perceived weaknesses, inadequacies, and failures

b. Concept of sex identity and sex role

c. Characteristic way or ways in which client describes self

d. Typical ways of validating adequacy (achieving status, sex, perfect performance, and so on)

5. Goals, needs, and aspirations

a. Goals and needs most important to the client

b. Aspirations, wishes, and fantasies

c. Typical ways the client satisfies needs (academic or professional achievement, identifying with others and their status, being helpful to others, and so on)

d. Reinforcing stimuli and events

6. Intelligence and special abilities

a. Level of intelligence as indicated by breadth of vocabulary, educational attainments, jobs held, and test data

7. Stress and coping efforts

a. Type of stress in client's life (in-

terpersonal, academic, occupational, financial, social, or cultural)

b. Type of stress to which client is most vulnerable (excessive demands, failure in performance, loss of possession, approval, or status)

c. Personal strengths and environmental supports

d. Typical methods of coping with and defending against stress and anxiety (impulsive acting out, aggressive acts, escaping, withdrawing); types of psychological defenses used

e. Types of inner conflicts manifest by the client

Past History*

1. Family history

   a. Education and occupation of parents (brothers and sisters)

   b. Socioeconomic status of family

   c. Marital status of parents

   d. Basic personality types of parents: most important personality traits of both parents, parental idiosyncracies

   e. Number of siblings, ages, and client's relationships with them

   f. Typical child-rearing methods used by parents

   g. Nature of relationship client has to each parent

2. Developmental and social history

   a. Developmental functions: walking, talking, bowel and bladder control; types of developmental problems experienced

   b. Developmental period that was most stressful

   c. Medical history: nature and date of illness, injuries and accidents; indications of physical stamina and chronic health problems

   d. Educational history: age of school entry, school progress, academic record, special abilities and disabilities, important educational and career goals

   e. Emotional development: mood or temperament most typical of the client; evidence of temper tantrums, fears, phobias, obsessions, or compulsions

   f. Heterosexual activities: typical patterns of relating to members of the opposite sex; nature and frequency of dating activities in adolescence; specific problems with sex or the opposite sex

*Adapted from F. C. Thorne, *Principles of Psychological Examining*, Brandon, Vermont: Journal of Clinical Psychology, 1955.

g. Social development: type of relationship to peers during middle childhood, preadolescence, and adolescence; types of peer activities engaged in; most intimate friends of the client	h. Employment history: types of part-time and full-time jobs held; jobs most liked and specific job satisfiers; special skills in client's repertoire

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Chapter 3

Theoretical Considerations

Many interviewers either haven't really decided on a theoretical orientation or if they have decided, don't really enter the interview situation with their theoretical orientation in mind. This is, they don't really enter or begin the interview situation keeping their theoretical orientation in mind and realizing that their goal is to use this theoretical orientation to conceptualize the information they are getting throughout the interview.

Osipow, Walsh and Tosi (1980) summarized the importance of a theoretical orientation as follows:

> "Theory also provides the counselor with a framework that assists in organizing understandings about client behavior in a meaningful way. Theory tends to suggest hypotheses concerning client behaviors to be tested. Behavioral data collection, hypothesis development, and hypothesis testing within a theoretical framework usually improve counselor ability to reach a valid and useful 'diagnosis'." (Osipow, Walsh & Tosi, 1980, pg. 25)

The result of an interviewer failing to formalize and

utilize a theoretical orientation may be a lack of direction in the interview, perhaps both for the interviewer and the child. A theoretical orientation affects both the content and the process of the interview; both what you ask and discuss and how you ask and discuss. A theoretical orientation can be regarded as a formalization of an interviewer's "world view" or system of understanding the origin, rationale and maintenance of human behavior. The following paragraphs briefly summarize the major tenets of six major theories of personality and psychopathology. These paragraphs are obviously provided for the purpose of brief review or for stimulation of further in-depth exploration and consideration of these major theories. Provided is a very concise statement of the basic assumptions and constructs of each theory as it specifically proposes personality and psychopathology.

In discussing the importance and relevance of theoretical orientation within a helping context, Ivey and Simek-Downing (1980) have noted:

> "Expanding one's response repertoire for helping is not enough: it is also necessary to expand one's conceptual framework or "world view". Put in simplest

> terms, how do you think the world works?...The manner in which you identify these central issues provides a small picture of how you view the world. It is out of this world view or 'theory' that you make a decision on how to act." (Ivey and Simek-Downing, 1980, pg. 5)

The theoretical summaries which follow are provided for comparison to, and perhaps further development of, your "world view".

The Person Centered Approach (C. R. Rogers)

Theory of Personality

Rogers's theory of personality is based on a phenomenological approach to human experience. The phenomenological approach deals with the world as a person sees it. The personal, phenomenological world includes the individual's concept of self....

Rogers's theory of personality is basically composed of three central ideas: the organism, the phenomenal field, and the self-concept. The organism is the total individual. The phenomenal field consists of all the individual's experiences as perceived by that person. The self-concept is the person's picture of self and the self-evaluation of this picture. Experiences perceived to be incongruent (inconsistent) with the self-concept will lead to tension, feelings of being threatened, and, possibly, confusion. Because incongruent experiences tend to threaten the individual's self image, people attempt to deny or may distort their perception of these experiences to reduce the threat to the self-concept. Thus, according to Rogers, psychological maladjustment (incongruence) exists when the individual denies or inaccurately perceives experiences. Congruence (psychological adjustment) implies a matching of

awareness, experience, and communication.

How and why does incongruence occur? As noted earlier, when an individual interacts with the environment and learns about self, a self-concept (a picture of self) gradually develops. This awareness of self is associated with a need for positive regard from others and positive self-regard. People want to be liked and cared for by other people; and at the same time, people strive for self-esteem. Because of the need for positive regard and positive self-regard, the individual develops what are called "conditions of worth," or "standards of behavior." Conditions of worth are standards of thought and behavior that permit the person to like himself or herself and to be liked by other people.[6]

Theory of Psychopathology

The more conditional the love of parents the more pathology is likely to develop. Because of the need for self-regard, individuals begin to perceive their experiences selectively, in terms of their parents' conditions of worth, which have been internalized. Experiences and behaviors that are consistent with such conditions of worth are allowed accurate representation in awareness. Individuals whose parents insisted on achievement, for example, should be able to

perceive and recall accurately experiences in which they were indeed doing well. Experiences and behaviors that conflict with conditions of worth, however, are distorted in order to fit the conditions of worth, or they may even be excluded from awareness. People who must achieve in order to feel good about themselves may, for example, distort their vacations into being achievement times, as they count the number of historical sites, museums, or states they visit. Some workaholics may deny entirely that they have any desire to play or just lounge around. Fun is for fools, is their motto.

As some experiences are distorted or denied into consciousness, the situation arises where there is an incongruence between what is being experienced and what is symbolized as part of a person's self-concept....

Such incongruence between self and experience is the basic estrangement in human beings....

Psychological maladjustment is a result of this basic estrangement of human beings. For the sake of maintaining the positive regard of others, we no longer remain true to who we really are, to our own natural organismic valuing of experience. At a very early age we begin to distort or deny

some of the values we experience and to perceive them only in terms of their value to others....

As individuals live in such a state of estrangement, experiences that are incongruent with the self are subceived as threatening. Subception is the ability of the organism to discriminate stimuli at a level below what is required for conscious recognition. By subceiving particular experiences as threatening, the organism can use perceptual distortions, such as rationalizations, projections, or denial, to keep from becoming aware of experiences like anger, which would violate conditions of worth. If individuals were to become aware of unworthy experiences, their concepts of themselves would be threatened, their needs for self-regard would be frustrated, and they would be in a state of anxiety.

Defensive reactions, including symptoms, are developed in order to prevent threatening experiences from being accurately represented in awareness.[7]

The Rational Emotive Approach (A. Ellis)

Theory of Personality

The basic tenet of Rational Emotive Treatment is that emotional upsets are caused by the individual's irrational beliefs (Ellis, 1973a, 1973b). These beliefs are irrational in

their insistence that some event, behavior, or attitude of another person should, ought, or must be different from the way it is. People demand that events happen for the best in life; when things go badly, they condemn themselves and others. People tend to be disturbed not by things, events or other people, but by the views or perceptions that they themselves take of things, events, or other people.

Ellis organized and defined this basic tenet of RET, using what he called the ABC theory of personality. A (Activating Event) is defined as a fact, an event, that is associated with some emotional upset. C (Consequence) is the individual's response (emotional upset or unhappiness) that is presumed to follow directly from A, the Activating Event. However, it is not A that is the cause of C, but B (rational or irrational Belief). The emotional upset (C) is not determined by the stimulus (A), but by the individual's belief (B), perception, or appraisal of it. For example, if something noxious happens to an individual (Activating Event) that causes emotional upset (Consequence), the individual probably will think (Belief) in one of two ways-rationally or irrationally. If the person thinks rationally about the Activating Event, the following self-talk probably occurs: "I don't like this event!

It is inconvenient and I wish it did not exist! But this is the way it is!" If a person were able to stick with this rational belief, no emotional upset would be felt. However, if a person thinks irrationally about the Activating Event, the self-talk is likely to sound like this: "Isn't it horrible and awful! It should not exist! I am a terrible person for letting this happen!" This irrational belief leads to unpleasant consequences, such as depression, anxiety, and feelings of worthlessness. Furthermore, these unpleasant feelings interfere with attempts to change the Activating Event.[8]

Theory of Psychopathology

Just as human beings have a natural propensity to be uniquely rational and straight thinking, so too does a person have an exceptionally potent propensity to be a crooked thinking creature (Ellis, 1973c). Individuals differ in their inherent tendencies toward irrationality and so in their tendencies to be more or less irrationally disturbed. Societies and families within societies also differ in their tendencies to encourage straight or crooked thinking, although unfortunately most societies rear children in a manner that exacerbates their strong propensities to disturb themselves. But even the best of inheritances and the best of socialization cannot re-

move our susceptibility to being self-defeating and self-destructive. There are no gods among us. In spite of perfectionistic and grandiose wishes to be gods, any of us at any time can fall victim to propensities to procrastinate, to make the same mistakes over rather than think things through anew, to engage in wishful thinking rather than responsible action, to be dogmatic and intolerant rather than probablistic and open, to rely on superstition and supernaturalism rather than logic and empiricism, and to indulge in greedy short-range hedonism that mistakes immediate gratification for a pleasurable life. The only difference between those labeled psychopathological and the majority of people is the frequency with which each group emotionally upsets itself by relying on such irrational components of personality.

The clinical pathologies and emotional pathologies of everyday life can both be explained by the ABC formula of human functioning. In emotional disturbances, Activating Events are always processed through some irrational Belief. The most common irrational Beliefs are: (1) that basic human desires, such as to be sensual and sexual, are in fact needs because we define them as needs, even though we know that priests and nuns, for example, can survive without being sexual; (2) that we can-

not stand certain events, whether it be having to wait in line, face criticism, or be rejected, when in fact we can stand such events no matter how unpleasant they may be; (3) that our worth as a person is determined by our successes and failures or by particular traits, such as intelligence, as if the worth of a human being can be rated like performances or traits; (4) that we must maintain the approval of parents or authority figures, as if our existence is dependent on them; (5) that the world should treat us fairly, as if the world can conform to our wishes; (6) that certain people are wicked or villainous and should be punished for their villainy, as if we can rate the lack of worth of a human being; (7) that it is awful or terrible when things do not turn out the way we would like them to be, as if an idea like awful is a definable term with any empirical referents; (8) that we would fail to act if we did not think things were awful or if we were not emotionally upset by anger or anxiety, as if we need to be emotionally disturbed in order to make rational actions that would make the world a more pleasant place; (9) that harmful things like cigarettes or drugs can add to happiness in life or that such harmful things are needed just because going without them may be unpleasant for awhile; (10) that human happiness is ex-

ternally caused and that people have little or no ability to control their feelings; (11) that one's past history is the all-important determinant of present behavior, as if something that once strongly affected one's life should affect it indefinitely; and (12) that beliefs learned as a child, whether religious, moral, or political, should serve as adequate guides for adulthood, even though the beliefs may be purely prejudices or mythis (Ellis, 1972).[9]

The Psychoanalytic Approaches

Theory of Personality

In Maddi's (1972) terms, the core of the Freudian personality is the unconscious conflict among the individual's sexual and aggressive impulses, the society's rules aimed at controlling such impulses, and the individual's defense mechanisms that are used to control the impulses in such a way as to keep guilt and anxiety to a minimum while allowing at least some safe indirect gratification of the impulses. While all personalities revolve around such unconscious conflicts, people differ as to the particular impulses, rules, anxieties, and defenses that are in conflict. Such differences depend on the particular stage in life at which an in-

dividual's conflicts occur.

For Freud, the stages of life are determined primarily by the unfolding of sexuality in the oral, anal, phallic and genital stages. Differences in experiences during each of these stages are critical in determining the variety of traits and types of personalities that develop....

Fixation due to either deprivation or overgratification leads to the development of an oral personality that includes the following bipolar traits (Abraham, 1927; Glover, 1925): optimism-pessimism, gullibility-suspiciousness, cockiness-self-belittlement, manipulativeness-passivity, and admiration-envy....

The bipolar traits that develop from anal fixation have been clearly articulated by Freud (1925) and Fenichel (1945): stinginess-overgenerosity, constrictedness-expansiveness, stubbornness-acquiescence, orderliness-messiness, meticulousness-dirtiness, punctuality-tardiness, precision-vagueness....

Over-rejection or overindulgence can both lead to fixations at the phallic stage that result in formation of the following bipolar traits: vanity-self-hatred, pride-humility, stylishness-plainness, flirtatiousness-shyness, gregariousness-isolation, brashness-bashfulness....

In the classical Freudian theory, this stage (latency) involved no new unfolding of sexuality but rather was a stage in which the pregenital desires were primarily repressed. Freud associated no new personality development with this stage, since he believed that all pregenital personality formation was completed by age six.[10]

Theory of Psychopathology

Since all personalities are at least partially immature due to inevitable conflicts and fixations at pregenital stages, all of us are vulnerable to regressing into psychopathology. We are more vulnerable if our conflicts and fixations occurred earlier in life, since we would be dependent on more immature defenses for dealing with anxiety. We also are more vulnerable the more intense our pregenital conflicts are, since more of our energy will be bound up in defending against pregenital impulses and less energy will be available for coping with adult stresses and conflicts. As indicated earlier, however, well-defended oral, anal, phallic, or mixed personalities may never break down unless placed under environmental circumstances that precipitate stress and lead to an exacerbation of defensiveness and the formation of symptoms....

In the face of such threats, the person is highly motivated to spend whatever energy is necessary to keep impulses from coming into consciousness....

When a person overreacts to life's events to such an extent that symptoms develop, it is clear to the Freudians that such symptoms are defending against unacceptable impulses and childish anxieties. In many cases, the symptoms also serve as indirect expressions of the person's unacceptable wish.[11]

The Reality Therapy Approach (W. Glasser)

Theory of Personality

As noted, reality counseling is based on the premise that each individual has a need for an identity (self-image). Glasser defines two kinds of identity: success and failure. These identities (Glasser & Zunin, 1973) begin to develop early in life (during the first six years). People with a positive or successful self-image believe that there is at least one other person in the world who cares about them and about whom they care. Most of the time these positive people think they are worthwhile. Glasser suggests that there is a tendency for people with positive self-images to associate with other people having positive or success identities.[12]

Theory of Psychopathology

People unable to develop a success identity tend to form an unsuccessful self-image or a failure identity. Most of the time such individuals have problems caring about other people and do not perceive of themselves as worthwhile. People with failure identity engage in behavior characterized by the withdrawal from and the denial of reality. According to Glasser, denial, withdrawal, and ignoring lead to failure identities, mental problems, and loneliness. Failure identities tend to be perpetuated by irresponsible self-defeating behavior that involves hurting the self and others.[13]

The Behavioral Approach

Theory of Personality

Limited attention has been given to a theory of personality by the behavior modification approaches (Goldstein,1973). One potential reason for the dearth of attention may be the emphasis by behavioral models on empirical observation, rather than on theoretical assumption. In any event, little work has been done in the area of individual differences as they relate to the impact of treatment (Goldstein, 1973), with the possible exception of Eysenck's work (1967; Eysenck

& Beech, 1971; Eysenck & Eysenck, 1969).[14]

Theory of Psychopathology

Anxiety is the key to most behavior disorders. It is primarily a pattern of responses of the sympathetic nervous system when an individual is exposed to a threatening stimulus. Physiological changes include increased blood pressure and pulse rate, increased muscle tension, decreased blood circulation to the stomach and genitals, increased blood circulation to the large voluntary muscles, pupil dilation, and dryness of the mouth. These bodily changes are the basis of anxiety and can be elicited by such unconditioned stimuli as a shock, a startling noise or a physical beating.

Anxiety can also be learned. Learning is said to occur if "a response has been evoked in temporal contiguity with a given stimulus and it is subsequently found that the stimulus can evoke the response although it could not have done so before. If the stimulus could have evoked the response before but subsequently evokes it more strongly, then, too, learning may be said to have occurred" (Wolpe, 1973, p.5). Thus people can learn to respond with anxiety to any stimuli, including buzzers, dogs, people, sex, elevators, and dirt, even though such stimuli previously had not evoked anxiety. Through clas-

sical or respondent conditioning a neutral stimulus, such as a dog, can be paired contiguously with a threatening stimulus, such as being bitten....

Through the process of primary stimulus generalization, stimuli that are physically similar to the original conditioned stimulus, such as other dogs, can also evoke anxiety....

Human behavior, including maladaptive behavior, is largely controlled by its consequences. People are continually labeled pathological as if they are some strange breed of organism, when in fact their behavior can be explained by the same operant principles that account for most human behavior. Thus, maladaptive responses, such as painful head banging, are likely to increase in frequency if they are followed by reinforcements, such as special attention given only when head banging occurs. Conversely, maladaptive responses are likely to decrease in occurrence if they are followed by punishments, such as a remote-control shock. Maladaptive behaviors are also likely to decrease in frequency when they are consistently unrewarded, and they will eventually extinguish if no reinforcement occurs.[15]

The Transactional Analysis Approach

Theory of Personality

Everything in transactional analysis stems from the premise that human personality is structured into three separate ego states--Parent, Adult, and Child (PAC). These ego states are not theoretical constructs; they are phenomenological realities that are amenable to direct observation. When people are in the Child ego state, for example, they sit,stand, speak, think, perceive, and feel like they did in childhood. Behavior of the Child is impulsive and stimulus bound rather than meditated and delayed by reason. Throwing temper tantrums, being irresponsible or irrational, and engaging in wishful thinking or daydreams are some of the expressions of the Child. At the same time, the Child is the source of spontaneity, creativity, humor, and fun, and is thought to be the best part of the personality since it is the only part that can truly enjoy life....

The Parent is the controlling, automatic, limit-setting, and rigid rule maker of the personality. At the same time the Parent is the nurturing and comforting part of the personality. The Parent is also the repository of traditions and values and is therefore vital for the survival of civilization. In ambiguous or unknown situations when adequate information is unavail-

able to the Adult, then the Parent is the best basic for decision making....

The Adult ego state is essentially a computer, an unfeeling organ of the personality that gathers and processes data for making predictions and decisions. The Adult is a gradually developed ego state that emerges as the person interacts with the physical and social environment over many years. The Adult acts most clearly on the basis of logic and reason and is the best evaluator of reality since it is not clouded by emotion. The Adult can realistically evaluate not only the environment but also the emotions and demands of the Child or the Parent.[16]

Theory of Psychopathology

Theoretically psychopathology can occur either at the intrapersonal level of personality, involving problems with the person's ego states, life position, or life script, or at the interpersonal level, involving transactional conflicts between the ego states of two or more people. In practice, however, psychopathology is almost always a multilevel phenomenon involving problems both within the personality and between personalities.[17]

Conclusions

To maximize his or her effectiveness in interviewing children an interviewer needs to give serious and thoughtful consideration to the basic issues which are involved. All too often, interviewers quickly focus exclusively upon verbal technique without consideration to the more general philosophy and issues basic to interviewing. Consideration of theoretical orientation is requisite as is delineation of interviewer function and techniques by which such functions can be specifically provided. Evaluation of interviewer performance in individual interviews combined with a cumulative evaluation of the success of an interviewer's techniques will facilitate the development of an effective approach to and method of interviewing children.

Reference Notes

[1]From A Survey of Counseling Methods by S.H. Osipow, W.B. Walsh, & D.J. Tosi. (Hereafter referred to as Osipow, Survey.) © 1980 by Dorsey Press. Reprinted by permission of the publisher, Dorsey Press, Homewood, Ill. 60430. pp. 68-69.

[2]Osipow, Survey, pp. 66-67.

[3]Osipow, Survey, pp. 64-65.

[4]Osipow, Survey, pp. 65-66.

[5]From The Skilled Helper, 2nd Ed., by G. Egan. (Hereafter referred to as Egan, Helper.) © 1975, 1982 by Wadsworth, Inc. Reprinted by permission of the publisher, Brooks/Cole Publishing Company, Monterey, Cal. pp. 151-155.

[6]Osipow, Survey, p. 27.

[7]From Systems of Psychotherapy: A Transtheoretical Analysis by James Prochaska. (Hereafter referred to as Prochaska, Systems.) © 1979 by Dorsey Press. Reprinted by permission of the publisher, Dorsey Press, Homewood, Ill. 60430. pp. 113-115.

[8]Osipow, Survey, pp. 41-42.

[9]Prochaska, Systems, pp. 205-206.

[10]Prochaska, Systems, pp. 27-32.

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[12]Osipow, Survey, p.44.

[13]Osipow, Survey, p. 44.

[14]Osipow, Survey, p. 47.

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